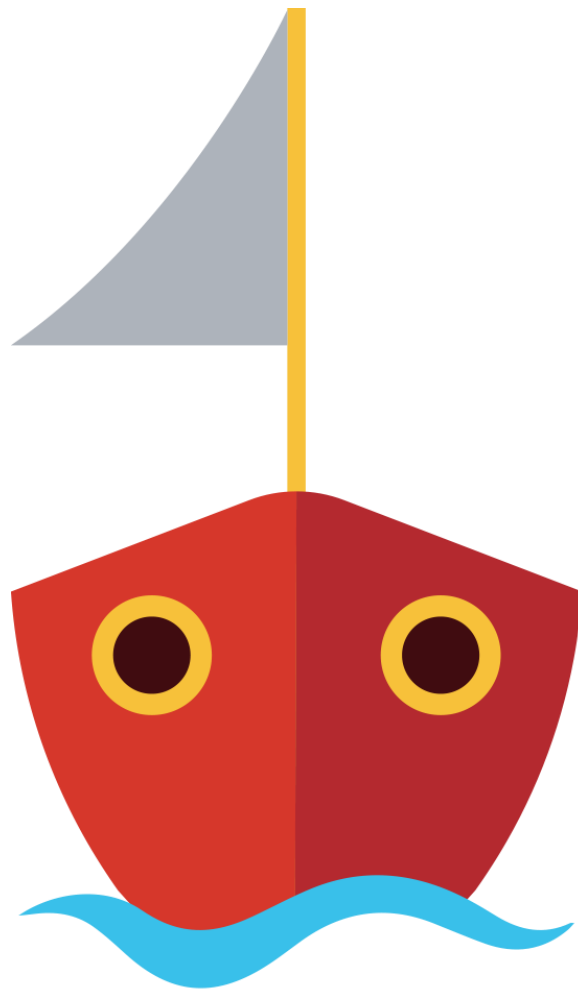


Early Years Foundation Stage (EYFS) policy

DRAFT

Raleigh Infant Academy



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Approved by:	Awaiting AC meeting, October '26/27
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Aims and Intent

Policy Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

School intent

In the EYFS at Raleigh Infant Academy we are committed to ensuring that all children receive the best possible foundations on which the rest of their academic career is built. We aim for all children to develop a love of learning, with aspirations to succeed in anything they choose to do. We strive to ensure that all children feel happy, included and valued, within our safe and stimulating learning environments. We value all children as unique and individual, and believe in recognising every form of learning, progress and success.

Structure of the EYFS

Staffing and organisation

At Raleigh Infant Academy we have a Nursery and two Reception classes. Our on-site Nursery offers 15 hours a week of fully funded early years education, running from 8:30am-11:30am Monday-Friday. Afternoon sessions may become available subject to intake of children. Reception at Raleigh Infant Academy offers full-time early years education, running from 8:30am-3:00pm.

Both our Nursery and Reception settings have spacious classrooms organised into learning areas for the children to access during continuous provision, which we refer to as challenge time. We value the importance in developing enabling environments that inspire children to challenge themselves and grow in their knowledge and independence. Our EYFS classrooms have access to their own toileting facilities where children are encouraged to manage their needs independently – where support is needed we follow our intimate care policy (see Appendix 1) – we also teach the children the importance of hygiene and hand washing techniques. Both our Nursery and Reception settings also have their own outdoor areas. We value the importance of children accessing outdoor learning freely, independently and frequently in order to gain opportunities to explore, use their senses and be physically active, in ways that are different from the classroom.

The practice and environments in our Nursery and Reception settings are carefully planned to secure and embed children in their learning, as well as prepare them for their future learning as they progress throughout the school. Our Nursery is structured with a combination of adult-led sessions, adult-initiated learning, and child-initiated learning. This allows children to use their new skills and understanding within their own independent play, as well as challenging the children to embed and further their knowledge. This structure is familiar to that of our Reception setting, ensuring a smooth transition and progression across the Early Years Foundation Stage.

At Raleigh Infant Academy we value having skilled professionals working across Nursery and Reception. It is the adult's role to teach, support, inspire and extend children's learning through initiating and extending experiences and interacting skilfully and sensitively with children. Fostering strong relationships and effective communication and language are key to adult and child interactions, in order to engage in a purposeful way.

Induction

Transition within the EYFS is hugely important and can set the tone for future attitudes and achievements. Before joining the setting, we offer a range of opportunities with the aim of making transition smoother. These include:

- Liaising with previous settings – including engaging with previous Nurseries and completing home visits.
- Stay and play sessions – children are invited to come and get to know the setting and adults within them, both with and without their parents.
- Parent/carer meetings – initiating the communication that we value so highly, by offering parents and/or carers the opportunity to gain key information, ask questions, and settle any worries they may have.
- A staggered start in Reception – allowing children to become more confident, establish routines and ease into school life.

Curriculum implementation

Statutory delivered curriculum

Our early years setting follows the curriculum as outlined in the [EYFS Statutory Framework](#)

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The **prime areas** are:

- **Communication and language**
- **Physical development**
- **Personal, social and emotional development**

The prime areas are strengthened and applied through 4 **specific areas**:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

The document also contains 4 guiding principles, which it states should shape practice in early years settings. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Implementation/pedagogy

At Raleigh Infant Academy our pedagogical approach centers around the EYFS Characteristics of Effective Learning, in order to empower all children as learners. We ensure our environment and practitioners are well-equipped to develop opportunities for playing and exploring, active learning and creative and critical thinking. We value the importance of play in children's development and learning, particularly in the form of 'playing with ideas', as they build confidence to explore, set goals and solve problems, with a growth mindset that they cannot fail.

Our environments are designed to be stimulating and purposeful. We build upon the needs and interests of the children, and embed current learning themes, through a range of play opportunities. We ensure we have a range of high-quality resources that inspire creativity and wonder. Our environments are designed to be inclusive and accessible to all, allowing children to safely and confidently learn with increasing independence.

Our curriculum is broad and balanced, with a blend of independent play-based provision and adult-directed quality-first teaching. Our curriculum focuses on the importance of communication and language across all areas of learning – teaching ambitious vocabulary and the use of full sentences. We adopt whole-school approaches in order for children to smoothly transition across their educational journey at Raleigh Infant Academy and Admirals Academy. We have high expectations and challenge the children to reach their fullest potential.

The children are at the center of all that we do. We believe that building meaningful relationships with every child is fundamental to developing successful learners. Their voices and work are evident throughout the environments, celebrating all of their successes. Our child-centered approach extends to ensuring our parent and carer partnership is secure, in order to gain a full picture of each unique and individual child, and their learning journey.

Assessment and impact

Assessment

At Raleigh Infant Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and individual needs, interests and starting points. These observations are used to embed learning, extend learning, and shape future planning. Staff also take into account observations shared by parents and/or carers via *Tapestry*.

When a child **starts Nursery**, staff carry out an initial baseline assessment, focusing on the 3 prime areas of the child's development. This allows us to identify areas of strength, and areas which additional support may be needed. A summary of this is shared with parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA), as well as in-class baseline assessments.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. Assessment judgements are based on practitioners' ongoing knowledge of each child, informed by observations and interactions over time. Evidence is recorded via exercise books and *Tapestry* where appropriate to support judgements. EYFS profile data is submitted to the local authority.

Impact

Our EYFS curriculum and its delivery at Raleigh Infant Academy ensure that all children make good progress, in ways that are unique to each individual and their varied starting points. We are committed to ensuring our children are well-rounded, happy and confident, and in turn achieve a 'Good Level of Development' (GLD), and striving to achieve or exceed data in line with that of National and Local Authority figures. Our impact is further demonstrated and reflected in having well-rounded, happy and confident children, who enjoy and are keen to learn. We believe this is vital in ensuring our children continue to experience success throughout their educational career.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We value the insight parents and/or carers provide into their child both as a unique individual and as a learner. We use *Tapestry* as a significant tool within EYFS to communicate with parents and/or carers about the learning taking place within school, the achievements and progress their child is making and next steps that may be supported at home. We also maintain links with parents through things such as weekly whole-school newsletters and half-termly year group newsletters. This enables parents to keep up to date on key relevant information.

We have regular opportunities for parents and/or carers to come into school to gain further insight into the progress their child is making throughout the year, for example through parents' evenings. We also have regular opportunities for parents and/or carers to come into school to celebrate learning, for example through Easter events, Nativities, and craft afternoons.

We recognise that school life and learning expectations may differ from when parents and/or carers attended school, and as such we do our best to provide information and guidance to equip parents and/or carers to feel confident in supporting the children at home. For example, we hold Phonics workshops to provide an insight into the teaching of Phonics at Raleigh Infant Academy, including what it is, how it benefits the children, and how the children can be helped at home.

We promote an open-door policy, where parents and/or carers are welcome to talk to their child's teacher before or after school if appropriate, or make an appointment if they feel they need more time to discuss a particular concern. Our office staff are also always happy to help if possible, via telephone, email or in-person.

Alongside direct links with parents and/or carers, we also value the importance of maintaining links with the wider community, both in terms of learning and support. We provide opportunities to embed learning about our local area, alongside talking to members of the community relevant to current learning themes – for example, vets, scientists and police officers. We recognise that some of these members of our community may be parents and/or carers themselves, and value the knowledge they may bring. We also maintain links with the community for support services, including health and welfare services, social services, and others. These help us to ensure that the needs of all children are being met, and we are supporting them as best we can as a school.

Safeguarding and welfare procedures

At Raleigh Infant Academy, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for the EYFS.

The safety and welfare of the children within our school is one of our top priorities. We follow our safeguarding and behaviour policies as key guidance for our practice (see Appendix 1). As children begin their school life in the EYFS, we support children to navigate their personally, socially and emotionally, in order to educate them on boundaries, rules and limits, and why they exist. Clear routines and expectations alongside enabling environments and adults, allow children to take safe and appropriate risks in their play as well as solve and manage a range of problems.

Our whole school ethos, as well as that of the EYFS, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development, across all social and cultural backgrounds, and with a range of life experiences. We give all of our children every opportunity to make progress and achieve their full potential. We understand that this success may look different for every individual, and as such we plan measures to effectively support and meet these needs.

Monitoring arrangements

It is the responsibility of those working in the EYFS at Raleigh Infant Academy to follow the principles laid out in this policy. Discussions with practitioners will take place regularly, as necessary, regarding EYFS practice in order to provide feedback to stakeholders, and raise any concerns that may arise. The Executive Principal and EYFS Lead will carry out monitoring of the EYFS stage as part of the whole school monitoring schedule.

Appendix 1. – School policies and procedures used within the EYFS

Policy or procedure	Where it can be found
Safeguarding policy	[Link]
Behaviour policy	[Link]
Intimate care policy	[Link]
First aid and medical needs policy	[Link]
Allergy safety awareness policy	[Link]
Phonics policy	[Link]
Attendance policy	[Link]

Additional policies and procedures, as used within the EYFS and whole school, can be found via our [school website](#) or as further signposted, to the [EMAT website](#).